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ABSTRACT

The Bilingual Mini School focused on educational services of a bilingual nature for students in kindergarten through grade six. At the kindergarten, first and second grade levels all classes were comprised of Spanish-dominant or bilingual students. At grades three, four and five the students were grouped based on language dominance (Spanish or English). At the sixth grade level, all students were assigned to one classroom. Program activities were designed to maximize each student's academic skills, first in the dominant language and then in the second language. Program evaluation was completed through use of pre/posttest achievement data, classroom observation, interviews with teachers and educational assistants, and a review of instructional materials. Findings indicated most program objectives were attained. Results also indicated that the program operated smoothly, the district was responsive to staff requests, and rapport among staff members was excellent. Recommendations for future program implementation and achievement test data are included.
(Author/MK)

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FINAL EVALUATION REPORT

BILINGUAL MINI SCHOOL

TITLE VII FSEA

B/E 5051-97601

COMMUNITY SCHOOL DISTRICT # 10 (NYC)

Grant Award Number G007604875

SUBMITTED TO:

Community School District #10
Bronx, NY 10463

SUBMITTED BY:

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June 30, 1979

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PROGRAM DESCRIPTION

The Bilingual Mini School is housed in the PS 59 Annex located at Washington Avenue and 183rd Street in the Bronx, New York. Enrollment is on a voluntary basis, with the school focusing on educational services of a bilingual nature for students in grades Kindergarten through six. Size of enrollment as reported in the interim evaluation report (November, 1978) was 315 students. As of June 13, 1979 reported enrollment was 289. Throughout the school year, the program staff filled vacancies in enrollment as students moved away from the areas serviced by the school.

At the Kindergarten, first, and second grade levels, all classes were comprised of Spanish-dominant or Bilingual children. At grades 3, 4 and 5 the students were grouped, based on language dominance, in either a Spanish or English-dominant class. All sixth graders, regardless of language dominance, were assigned to one classroom. A total of twelve classrooms were designated for program services.

Nine educational assistants (4 Title VII and 5 Title I) were allocated as follows: One educational assistant was assigned to the Kindergarten class. All other assistants worked with several different teachers during the day. This rotation allowed teachers to plan some small group or individual activities which required the aid of an assistant. With the exception of two teachers and two educational assistants, the instructional staff can be considered as bilingual which provided the opportunity for each student to be understood and instructed, regardless of his/her language dominance.

Program activities were designed to maximize each student's academic skills, first in his/her dominant language, and secondly, in his/her second language. At the Kindergarten, first and second grade levels, the students were given instruction primarily in Spanish, but within a context of bilingual social interaction, including classes in English as a second language. At each successive grade, instructional activities in the major subject areas were conducted increasingly in English, supplemented with both English as a second language (E.S.L.) for the Spanish dominant students, and Spanish as a second language (S.S.L.) for the English dominant students.

Interviews with the Acting Project Director, teachers, and educational assistants indicated that staff training during the Fall consisted primarily of individual conferences with the Acting Project Director. Topics covered

in these conferences included teaching techniques, utilization of new materials, testing, effective approaches to E.S.L. and S.S.L., and classroom observations. From January through March, several formal workshops were conducted by the Acting Director and District Office personnel for both the teachers and educational assistants (in separate sessions). Topics covered included techniques for teaching reading and math, the art of questioning, lesson planning, classroom discipline, and establishing behavioral objectives. All workshops were held at the Annex. Several educational assistants also received additional weekly training at PS 59 as part of another program.

Materials in both English and Spanish were generally adequate for most of the year although, due to budget cuts, critical shortages did develop in certain areas. Commercially available materials were increasingly supplemented by a wide variety of duplicated and teacher-made materials. This situation was further aggravated by the fact that the program's duplicating equipment is old and needs replacing. Since the language laboratory and resource teacher were eliminated from the program this year, the library books, audio-visual, and other instructional materials were stored in the program's administrative office. To promote greater use of these materials by the staff, mobile carts were utilized for easy transport of library books, etc. to the classrooms; however, these materials remained under-utilized.

Classroom space was generally adequate for 9 of the 12 classes. The remaining three rooms were functioning at maximum enrollment for effective instruction, and a number of small group sessions for nearly all classes were held in the hallways. There was no classroom available for establishing a language lab this year. Storage space and shelving was generally inadequate and a number of items, including materials and equipment from the former language lab, had to be stored in the office.

Parents of children enrolled in the Bilingual Mini School were enthusiastic about the program and attended the school's numerous functions in large numbers. Pupil absenteeism for the year was remarkably low.

The number of students enrolled by grade level and language dominance as of June 13, 1979 was:

<u>GRADE</u>	<u>ENGLISH DOMINANT</u>	<u>SPANISH DOMINANT</u>	<u>BILINGUAL</u>	<u>TOTAL</u>
K	1	33	6	40
1	4	25	11	40
2	4	28	12	44
3	10	14	19	43
4	12	21	17	50
5	13	6	22	41
6	<u>2</u>	<u>1</u>	<u>28</u>	<u>31</u>
	46	128	115	289

PROGRAM OBJECTIVES

The evaluation strategies to measure the attainment of the program's objectives included: pre/post achievement test results; analyses pre/post classroom observations; pre/post interviews with parents of program participants; pre/post interviews with teachers and educational assistants; and a review of instructional materials.

The program's stated objectives define the progress which was anticipated as a result of the activities featured. Program objectives are presented below, followed by a summary of attainment by objective. Data collected to assess objective attainment are reported in detail in succeeding sections of this final evaluation report.

OBJECTIVE 1

(a) As a result of participation in the program, Kindergarten children will significantly ($p \leq .05$) improve their reading readiness scores as measured by the Boehm Test of Basic Concepts (English Edition for English-dominant and Spanish Edition for Spanish-dominant) administered pre and post program period.

(b) As a result of participation in the program, first grade children will significantly improve their reading achievement scores ($p \leq .05$) as measured by the Metro '78 (Primer) for English-dominant and the Inter-American Series test of reading (level 1) for Spanish-dominant children administered pre and post program period.

OBJECTIVE 2

As a result of participating in the program, English-dominant children will significantly improve their reading achievement scores in grades two, three, four, five, and six beyond anticipated gain as measured by the appropriate levels of the Metro '78 Test administered pre and post program period.

OBJECTIVE 3

As a result of participating in the program, Spanish-dominant children will significantly ($p \leq .05$) improve their Spanish reading achievement scores in grades two, three, four, five, and six as measured by pre and post administration of the appropriate levels of the Inter-American Series test of reading (Spanish Edition).

OBJECTIVE 4

As a result of participating in the program, English-dominant children will significantly ($p \leq .05$) improve their Spanish reading achievement in grades three, four, five, and six as measured by pre and post administration of the appropriate level of the Inter-American Series test of reading (Spanish).

OBJECTIVE 5

As a result of this program, the English reading skills of Spanish-dominant children in grades three, four, five, and six will significantly ($p \leq .05$) improve beyond anticipated gain as measured pre and post with the appropriate level of the Metro '78 Survey in Reading.

OBJECTIVE 6

As a result of the on-going training provided to teachers and educational assistants in this program, these program personnel will perceive themselves as adequately prepared to conduct instructional activities of a bilingual nature.

OBJECTIVE 7

To effectively utilize small group instruction and bilingual instruction to develop the bilingual skills of the participating students.

STATUS OF OBJECTIVE ATTAINMENT

OBJECTIVE 1

- (a) Objective attained for Kindergarten participants.
- (b) Objective attained for Spanish-dominant first grade participants.

OBJECTIVE 2

Objective attained for grade three. The objective was not attained at grades 4 and 5. No results were submitted for this group in grade 2.

OBJECTIVE 3

At grades 2, 3, 4, 5, and 6, the Spanish-dominant pupils significantly improved their Spanish reading achievement.

OBJECTIVE 4

At grades 3, 4, and 5 the English-dominant pupils significantly improved their reading achievement in Spanish. No results were submitted for grade 6.

OBJECTIVE 5

At grades 5 and 6 the Spanish dominant students significantly improved their reading achievement in English beyond expectation. Grades 3 and 4 did not attain the objective.

OBJECTIVE 6

The objective was attained.

OBJECTIVE 7

The objective was only partially attained.

RECOMMENDATIONS OF THE 1978-79 INTERIM EVALUATION

1. Efforts should be made to increase the depleting supplies, instructional materials and equipment. Anticipated shortages could seriously hamper the program's effectiveness.
2. The program of formal workshops for the teachers and the educational assistants should be reinstated immediately.
3. The absence of a language lab this year was attributed to the lack of available space. One evaluator has observed that there are, at the present time, two empty rooms in the building, one of which might be used for such a purpose. Even if this cannot be arranged, some planning might be in order to increase the use of the language lab equipment on a portable basis.

IMPLEMENTATION OF THE 1978-79 INTERIM RECOMMENDATIONS

1. Recommendation partially implemented. Some new materials were purchased this year. Others remain on order. Certain consumable items are now in critically short supply.
2. Recommendation implemented.
3. Recommendation not implemented. Funds were not available to rent an additional room. The owner of the building maintains that the two "empty" rooms are not available. No additional arrangements were made to increase the use of the language lab equipment.

RECOMMENDATIONS OF THE 1978-79
INTERIM EVALUATION

4. The availability of another resource teacher would be a welcome addition to this year's staff complement. If available funds permit it in mid-year, consideration should be given to providing such assistance.
5. Efforts should be continued to locate more relevant materials for S.S.L. Apparently there are concerns that the context of the materials now in use is not always appropriate to an urban setting.
6. For both the balance of this year and in planning for next year's program, additional educational assistant positions should be included so that an assistant could be assigned on a full-time basis to each classroom.

THE EVALUATORS COMMENT:

1. The district's responsiveness to staff requests for the reinstatement of the formal workshops and training sessions.
2. The smooth operation of the program which is attributed to the enthusiasm, dedication and skill of the staff coupled with the active interest and participation of parents.
3. The excellent rapport among staff members and the efforts of the Acting Director during a period of transition.

THE EVALUATORS RECOMMEND:

1. That efforts be pursued to engage additional bilingual educational assistants in order that each assistant could be assigned on a full-time basis to each classroom (or to each grade level).
2. That efforts be made to increase the depleting supplies and materials and to assure an adequate inventory for the full school year. In addition, the duplicating equipment which services this program is in need of replacement.
3. That efforts be continued to locate relevant SSL materials which are appropriate to an urban setting.
4. That the program staff continue to pursue a location to serve as a permanent station for the language lab. If this is not feasible, an alternative plan

IMPLEMENTATION OF THE 1978-79
INTERIM RECOMMENDATIONS

4. Recommendation not implemented due to lack of funds.
5. Recommendation partially implemented. Continued efforts were made to locate relevant materials. The most relevant readers located are considered too expensive to purchase.
6. Recommendation partially implemented. Two educational assistants were added to the staff late in the year. However, the assistants were not assigned on a full-time basis to each classroom.

could include establishing the lab in an existing classroom or finding a more suitable process to increase the utilization of the equipment.

5. That the program staff make an effort to expand the topics covered in training sessions and workshops for teachers and educational assistants to include such subjects as ESL teaching techniques, audio-visual techniques and teaching phonics.

OBJECTIVE 1

(A) AS A RESULT OF PARTICIPATION IN THE PROGRAM, KINDERGARTEN CHILDREN WILL SIGNIFICANTLY ($p \leq .05$) IMPROVE THEIR READING READINESS SCORES AS MEASURED BY THE BOEHM TEST OF BASIC CONCEPTS (ENGLISH EDITION FOR ENGLISH-DOMINANT AND SPANISH-DOMINANT) ADMINISTERED PRE AND POST PROGRAM PERIOD.

(B) AS A RESULT OF PARTICIPATION IN THE PROGRAM, FIRST GRADE CHILDREN WILL SIGNIFICANTLY IMPROVE THEIR READING ACHIEVEMENT SCORES ($p \leq .05$) AS MEASURED BY THE METRO '78 (PRIMER) FOR ENGLISH-DOMINANT AND THE INTER-AMERICAN SERIES TEST OF READING (LEVEL 1) FOR SPANISH-DOMINANT CHILDREN ADMINISTERED PRE AND POST PROGRAM PERIOD.

Kindergarten

The Spanish edition of the Boehm Test of Basic Concepts was administered in October, 1978 and May, 1979. Booklets 1 and 2 were administered at each testing, with Form A administered pre and Form B administered post.

Pre and post scores are available on 35 of the 40 participants at this grade level. Mean pre and post-test scores (raw) and standard deviations are presented for each sub-test and total in Table 1.

The highest possible raw score in each of the sub-test and total areas are:

Space (S) - 23

Time (T) - 4

Total (Tot.) - 50

Quantity (Q) - 18

Miscellaneous (M) - 5

Pre and post scores were compared utilizing the paired data t-test to test for improvement. Levels of significance obtained in testing are reported (S or NS) in Table 1. The data indicates a significant level of improvement has occurred.

Grade 1

Grade 1 participants were pre-tested in October, 1978. Almost all of the participants were Spanish-dominant and they were administered the Inter-American Series Test of Reading (Level 1). Post-testing was completed in May, 1979.

For these Spanish-dominant pupils, pre/post results are available for 33 students. Mean pre and post-test scores (raw) and standard deviations for sub-tests and total are reported in Table 2. Levels of significance obtained in testing for improvement with the paired data t-test are reported. The results for this group clearly record a significant level of improvement in all areas.

SUMMARY

Given the available data (88 percent of the Kindergarten pupils and 83 percent of the first-grade pupils), it is the opinion of the evaluators that the tested group adequately represents the participants at each grade level. The objective was attained for Kindergarten and Grade 1, Spanish-dominant participants. Students improved significantly in their Spanish language reading abilities.

TABLE 1

PRE/POST MEAN SCORES AND STANDARD DEVIATIONS FOR KINDERGARTEN PARTICIPANTS: LEVELS OF SIGNIFICANCE OBTAINED IN TESTING FOR IMPROVEMENT TEST USED: Boehm STUDENT GROUP: Spanish-Dominant							
Test Area	Number of Students	Means		Stan. Dev.		t	Level of Significance
		Pre	Post	Pre	Post		
S	35	10.5	12.4	3.11	1.90	3.737	S
Q	35	6.8	7.8	2.06	1.02	2.832	S
T	35	1.0	0.9	0.95	0.17	-5.33	NS
M	35	1.5	1.0	0.95	0.00	-3.381	S decline
TOTAL	35	19.9	22.2	4.96	2.53	2.949	S

TABLE 2

PRE/POST MEAN SCORES AND STANDARD DEVIATIONS FOR KINDERGARTEN PARTICIPANTS: LEVELS OF SIGNIFICANCE OBTAINED IN TESTING FOR IMPROVEMENT TEST USED: Inter-American Series (Reading) STUDENT GROUP: Spanish Dominant							
Test Area	Number of Students	Means		Stan. Dev.		t	Level of Significance
		Pre	Post	Pre	Post		
Voc.	33	7.5	24.4	3.88	10.40	9.149	S
Comp.	33	6.4	18.3	3.75	8.05	7.749	S
TOTAL	33	14.2	42.7	5.50	17.03	9.761	S

OBJECTIVE 3

AS A RESULT OF PARTICIPATING IN THE PROGRAM, SPANISH-DOMINANT CHILDREN WILL SIGNIFICANTLY ($p \leq .05$) IMPROVE THEIR SPANISH READING ACHIEVEMENT SCORES IN GRADES TWO, THREE, FOUR, FIVE, AND SIX AS MEASURED BY PRE AND POST ADMINISTRATION OF THE APPROPRIATE LEVELS OF THE INTER AMERICAN SERIES TEST OF READING (SPANISH EDITION).

Spanish dominant participants in grades 2 through 6 were tested with an appropriate level of the Inter-American Series Test of Reading (Spanish Edition) during October, 1978 and during May, 1979. Both pre and post test scores are available on 111 Spanish-dominant pupils in grades 2, 3, 4, 5, and 6.

Mean pre-test and post-test scores and standard deviations are reported by grade level in Table 5. The pre and post data were compared using paired data t-test to test for improvement. Levels of significance obtained in testing for improvement are reported in Table 4. The letters NS indicate that the level of improvement was not statistically significant ($p \leq .05$).

SUMMARY

Second, fourth and sixth grades students significantly improved their performance in all the reported areas. Third grade students demonstrated a significant improvement in all areas of the test except for comprehension. While fifth grade students showed no significant improvement on the three sub-tests, their total score gave evidence of significant improvement.

Overall, the objective was achieved.

OBJECTIVE 2

AS A RESULT OF PARTICIPATING IN THE PROGRAM, ENGLISH DOMINANT CHILDREN WILL SIGNIFICANTLY IMPROVE THEIR READING ACHIEVEMENT SCORES IN GRADES TWO, THREE, FOUR, FIVE, AND SIX BEYOND ANTICIPATED GAIN AS MEASURED BY THE APPROPRIATE LEVELS OF THE METRO '78 TEST ADMINISTERED PRE AND POST PROGRAM PERIOD.

English dominant students in grades 3 through 5 were tested with an appropriate level of the Metro '78 Survey Test on Reading during October, 1978 and May, 1979. Form JS was used for both pre and post.

Table 3 identifies that pre and post total reading scores are available for 66 students within this grade span. A separate listing of each grade level is provided along with the mean scores for the pre and post tests, the mean gain and the level of significance.

Significant improvement ($p \leq .05$) was found for Grade 3 only.

SUMMARY

The tested group included 66 pupils who were matched pre and post. In the opinion of the evaluators, this tested group adequately represents the population serviced in grades 3 through 5. The objective was attained in Total reading for grade 3 only and not met for grades 4 and 5.

TABLE 3

PRE/POST MEAN SCORES AND STANDARD DEVIATIONS FOR 3rd, 4th, 5th GRADE PARTICIPANTS: LEVELS OF SIGNIFICANCE OBTAINED IN TESTING FOR IMPROVEMENT TEST USED: Metro '78 Survey Test STUDENT GROUP: English-Dominant						
Grade	Number of Students	Means		Mean Gain	t	Level of Significance
		Pre	Post			
3	22	31.10	39.32	8.22	3.623	S
4	19	26.31	28.93	2.62	0.854	NS
5	25	31.82	35.59	3.77	1.943	NS

TABLE 4

PRE/POST MEAN SCORES AND STANDARD DEVIATIONS FOR GRADES 2-6
 PARTICIPANTS: LEVELS OF SIGNIFICANCE OBTAINED IN TESTING FOR IMPROVEMENT
 TEST USED: Inter-American Series Test of Reading
 STUDENT GROUP: Spanish-Dominant

Grade	Test Area	Number of Students	Means		Stan. Dev.		t	Level of Significance
			Pre	Post	Pre	Post		
2	Voc.	38	18.3	27.3	11.21	10.22	7.228	S
	Comp.	38	13.2	23.4	6.69	10.13	9.158	S
	Total	38	31.6	50.7	17.42	19.41	9.900	S
3	Voc.	17	13.6	17.8	6.01	7.34	2.878	S
	Comp.	17	6.6	9.2	4.11	6.46	1.709	NS
	Nivel	17	16.6	24.1	9.97	7.79	4.144	S
	Total	17	36.6	51.0	17.38	18.05	4.963	S
4	Voc.	12	24.67	30.7	8.32	5.12	3.161	S
	Veloc.	12	13.25	20.5	5.22	3.78	3.943	S
	Nivel	12	25.82	29.2	6.43	5.25	2.238	S
	Total	12	67.00	81.1	17.07	11.11	5.495	S
5	Voc.	10	20.8	22.8	13.12	10.56	0.88	NS
	Veloc.	10	14.9	18.6	9.81	10.07	1.6	NS
	Nivel	10	21.8	24.6	13.35	11.34	1.7	NS
	Total	10	57.5	65.9	34.28	30.46	2.6	S
6	Nivel	34	21.3	24.4	8.28	10.31	2.162	S
	Veloc.	34	14.4	17.4	7.00	7.36	2.713	S
	Vocab.	34	21.1	26.1	9.47	8.57	3.847	S
	Total	34	57.6	67.9	21.48	24.59	3.592	S

Voc = Vocabulary

Nivel = Level

Comp = Comprehension

Veloc = Speed

OBJECTIVE 4

AS A RESULT OF PARTICIPATING IN THE PROGRAM, ENGLISH-DOMINANT CHILDREN WILL SIGNIFICANTLY ($p \leq .05$) IMPROVE THEIR SPANISH READING ACHIEVEMENT IN GRADES THREE, FOUR, FIVE, AND SIX AS MEASURED BY PRE AND POST ADMINISTRATION OF THE APPROPRIATE LEVEL OF THE INTER-AMERICAN SERIES TEST OF READING (SPANISH).

English dominant students in grades 3, 4, and 5 were pre and post-tested with an appropriate level of the Inter-American Series Test of Reading (Spanish Edition) during October, 1978 and May, 1979. Mean pre and post test scores and standard deviations are reported by grade level in Table 5 for 61 students at these grades. Also reported in this table are levels of significance obtained in testing for improvement with the paired data t-test.

SUMMARY

The objective was attained for the English-dominant groups in grades three, four and five. No students were identified as English-dominant in grade 6.

TABLE 5

PRE/POST MEAN SCORES AND STANDARD DEVIATIONS FOR 3rd, 4th and 5th GRADES
PARTICIPANTS: LEVELS OF SIGNIFICANCE OBTAINED IN TESTING FOR IMPROVEMENT
TEST USED: Inter-American Series Test of Reading (Spanish)
STUDENT GROUP: English-Dominant

Grade	Test Area	Number of Students	Means		Stan. Dev.		t	Level of Significance
			Pre	Post	Pre	Post		
3	Voc.	23	29.74	33.26	8.55	8.93	3.337	S
3	Comp.	22	22.68	26.45	10.03	10.48	2.337	S
3	Total	22	52.36	59.59	17.42	18.07	3.918	S
4	Voc.	20	26.7	29.6	10.93	10.63	2.560	S
4	Comp.	20	24.1	25.8	11.95	10.84	1.528	NS
4	Total	20	50.7	55.3	22.49	21.05	2.382	S
5	Voc.	19	18.79	25.32	5.72	7.82	3.862	S
5	Veloc.	19	13.83	17.94	5.74	5.90	2.085	S
5	Nivel	19	20.74	23.32	5.76	6.76	2.458	S
5	Total	19	49.45	64.95	15.39	17.81	4.222	S

Voc = Vocabulary

Veloc = Speed

Comp = Comprehension

Nivel = Level

OBJECTIVE 5

AS A RESULT OF THIS PROGRAM, THE ENGLISH READING SKILLS OF SPANISH-DOMINANT CHILDREN IN GRADES THREE, FOUR, FIVE, AND SIX WILL SIGNIFICANTLY ($p \leq .05$) IMPROVE BEYOND ANTICIPATED GAIN AS MEASURED PRE AND POST WITH THE APPROPRIATE LEVEL OF THE METRO '78 SURVEY TEST IN READING.

Spanish-dominant participants in grades 3 through 6 were pre-tested in October, 1978 and post-tested in May, 1979 with an appropriate level of the Metro '78 Survey Test in Reading. Pre and post test scores are available for 76 students.

Mean pre and post test scores are reported by grade level in Table 6. Also reported are mean gains, t-test and determined level of significance.

Significant improvement ($p \leq .05$) was found for Grades 5 and 6 in Total Reading.

SUMMARY

The Spanish-dominant participants in grades 5 and 6 evidenced significant improvement beyond expectation in Total Reading. While third graders evidenced some improvement it was not at a statistically significant level. The fourth grade students recorded a significant loss in their scores. Thus, the objective was only attained at grades 5 and 6.

TABLE 6

PRE/POST MEAN SCORES AND STANDARD DEVIATIONS FOR 3rd - 6th GRADES
PARTICIPANTS: LEVELS OF SIGNIFICANCE OBTAINED IN TESTING FOR IMPROVEMENT
TEST USED: METRO '78 SURVEY TEST IN READING
STUDENT GROUP: SPANISH-DOMINANT

Test Area	Number of Students	Means		Mean Gain	t	Level of Significance
		Pre	Post			
3	15	12.58	15.49	2.91	0.966	NS
4	24	19.00	13.30	-5.70	-3.193	S (loss)
5	11	26.53	33.61	7.08	2.510	S
6	26	31.18	38.88	7.70	3.352	S

OBJECTIVE 6

AS A RESULT OF THE ON-GOING TRAINING PROVIDED TO TEACHERS AND EDUCATIONAL ASSISTANTS IN THIS PROGRAM, THESE PROGRAM PERSONNEL WILL PERCEIVE THEMSELVES AS ADEQUATELY PREPARED TO CONDUCT INSTRUCTIONAL ACTIVITIES OF A BILINGUAL NATURE.

TEACHER INTERVIEWS

Twelve teachers assigned to the Bilingual Mini School were interviewed during November and December of 1978. Ten of these teachers were interviewed again along with two replacements during May and June of 1979. Of the latter group, ten teachers were fluent in both English and Spanish, one spoke only English, and one spoke primarily Spanish. One teacher had a Bachelor's degree and eleven had a Master's degree (most degree programs were in Bilingual Education). Eleven teachers had received E.S.L. training, while ten had received training in S.S.L. Teachers reported working in the Bilingual Mini School from one to six years, with an average service of 3.7 years. Nine teachers also reported extensive experience with bilingual programs prior to joining the Mini School staff, e.g. as a para professional or teacher in another district, state, or in Puerto Rico.

As in the Fall, teachers were asked to indicate the types of in-service training received throughout the entire year. Formal workshops were reinstated during February and March of 1979. A total of eleven workshops were held and included such topics as techniques for teaching reading and math, the art of questioning, lesson planning, classroom discipline, and establishing behavioral objectives. Teachers also reported that the Project Director provided assistance through individual conferences in the selection and implementation of teaching methods and techniques, selection of materials, E.S.L. and S.S.L. training, testing, language arts, parent-teacher relations, classroom management, and provided feedback from classroom observations. This assistance was sought primarily by the newer teachers.

In both December and June, teachers were asked to estimate the approximate percentage of time they spent each week working with specific language dominant groups. Responses are presented in Table 7.

TABLE 7

TEACHER'S ESTIMATE OF PERCENTAGE OF TIME SPENT
EACH WEEK WITH SPECIFIC LANGUAGE DOMINANT GROUPS
N=12

Teacher #	English Dom. in Eng. Lang.		English Dom. in Span. Lang.		Spanish Dom. in Span. Lang.		Spanish Dom. in Eng. Lang.	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
1	-	-	-	-	50%	100%	50%	-
2	-	-	-	-	65%	70%	35%	30%
3	-	-	-	-	85%	90%	15%	10%
4	-	-	-	-	60%	65%	40%	35%
5	-	-	-	-	50%	50%	50%	50%
6	-	-	-	-	50%	70%	50%	30%
7	85%	75%	15%	25%	-	-	-	-
8	-	-	-	-	95%	100%	5%	-
9*	85%	75%	15%	25%	-	-	-	-
10	-	-	10%	-	15%	30%	75%	70%
11	100%	100%	-	-	-	-	-	-
12	30%	30%	30%	10%	30%	10%	30%	50%

*Indicates a change in teacher from Fall to Spring.

The teacher-reported data indicate that, in most classes, children were receiving bilingual training during Fall and Spring. The percentages for Fall and Spring are remarkably similar given that these estimates were given six months apart, which suggests that these estimates are highly reliable. Table 7 also reveals that the pattern of time spent changes substantially from grades K through 3 to grades 4 through 6. This simply reflects the fact that the lower grades are now primarily Spanish dominant.

In June, teachers were asked to rate themselves from poor to excellent as to how well-prepared they considered themselves to be in various aspects of bilingual instruction. Eighty-three percent of the teachers rated themselves good to excellent in developing children's verbal, reading, and comprehension skills in both English and Spanish, and in integrating elements of the culture of the Spanish dominant students.

The teachers also indicated that they would welcome additional training in a wider variety of areas than currently covered in the workshops. These areas include: integration of cultures, arts and crafts, conversational Spanish, language arts, science experimentation, E.S.L., reading, and audio-visual techniques.

Teachers were asked if they felt that the program was truly accomplishing the goal of making the program participants bilingual in English and Spanish. All responded, "Yes, for most students over a period of years." The program's emphasis is directed at teaching the children primarily in their own language in the early grades (now almost 100% Spanish) with a gradual shift towards teaching more subjects in English in the middle grades. Most classes grouped the children according to language dominance and ability and designed their lessons and materials accordingly, primarily when the educational assistant was present. Certain classes also combined at a given grade level and shared teachers as well as assistants to permit more ability groupings to be formed. While this may promote more effective instruction, it also resulted in a number of groups having to meet in the hallways, which is undesirable from a noise and safety point of view.

Specific activities and materials rated by teachers as most effective in helping the English dominant children develop bilingualism include: the Laidlaw and Santillana reading series, conversational Spanish, concrete manipulative materials and pictures with labels and stories, filmstrips, movies, records, art activities, teacher-made materials, and having E.S.L. taught by the most bilingual teachers. Specific activities and materials rated by teachers as most effective in helping the Spanish dominant children develop bilingualism include: conversational English, audio-visual aids, games, records, songs, pictures, dramatizing, role playing, the Bank Street Reading Series, films, movies, the DISTAR program, art activities, and teacher-made materials.

Teachers were asked to identify the percentage of children who could comprehend, speak and read equally well in Spanish and English. Table 8 shows that, for both Fall and Spring, a larger percentage of children can comprehend, rather than speak and read both languages, and that these percentages increase with grade level.

TABLE 8

TEACHER RATINGS OF PERCENTAGE OF PUPILS WITH EQUAL SKILLS IN ENGLISH AND SPANISH									
Grades		Frequency of Teacher Rating by Category							
		Less than 25% of students		25-50% of students		50-75% of students		75-100% of students	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
K-3	Comprehend	1	1	-	3	-	2	6	1
	Speak	2	3	2	3	2	-	1	1
	Read	2	3	4	3	1	1	-	-
4-6	Comprehend	-	-	-	1	1	2	4	2
	Speak	-	-	-	2	1	2	4	1
	Read	1	-	3	4	1	1	-	-

With the exception of the Kindergarten class which has a full-time educational assistant, all teachers reported having the services of an assistant only 1 to 3 periods a day, primarily in English Reading with small target groups. This is, in large part, due to restrictions in the Title I guidelines which limit the activities of the five Title I assistants assigned to the program to English Reading. As a result, the assistants cannot be permanently assigned to classrooms, but must rotate among classes and teachers. In addition, subjects other than English Reading less frequently have the benefit of small group instruction.

Five of the nine assistants were classified as Spanish dominant and bilingual. Two of those who were English dominant were classified as being sufficiently bilingual for effective instruction in Spanish. Teachers gave a rating of good to excellent for 67% of their responses when asked about the educational assistants' performance in developing children's verbal, reading, and comprehension skills in both English and Spanish, and in integrating elements of the culture of the Spanish dominant students.

The lack of sufficient classroom space and a resource teacher prevented the designation of a specific room as a language lab during 1978-79. The lab equipment was maintained in the administrative office and had to be ferried to the regular classrooms for use. Consequently, few of the teachers reported using the lab equipment unless they had the AV equipment permanently assigned to their room.

Teachers reported their satisfaction with the wide variety of excellent reading materials available for E.S.L. instruction, but had some reservations concerning the quality and relevance of S.S.L. materials. Several teachers recommended the Santillana reading series for S.S.L. but, as currently marketed, found it too expensive to be purchased.

When asked to identify the major needs of the program and how the program might be strengthened, the most frequent suggestions included the need for more educational assistants with bilingual training in Reading, Math and English, and/or rotating the present paras among teachers and grade levels, more up-to-date materials, a permanent language lab, a resource teacher, more extensive explanation of new materials, more administrative personnel to free the paras and the Project Director for instructional activities, more space, more extensive S.S.L. training and materials, and more trips.

EDUCATIONAL ASSISTANTS INTERVIEWS

Nine educational assistants were interviewed during December of 1978, and again in May and June of 1979. Seven assistants had worked at the Bilingual Mini School from three to six years and two began during the Spring of 1979. Four assistants reported receiving weekly training at PS 59 or at the District Office throughout most of the year. In addition, all assistants participated in from 6 to 11 workshops during January, February, and March at the PS 59 Annex. Topics covered during the training sessions and workshops included: reading, story telling, math remedial instruction, E.S.L., record keeping, basic skills, formulating lesson plans, use of poems, planning and introducing lessons, techniques for motivating students, establishing behavioral objectives, working with new methods and materials, and vocabulary development.

In June, the educational assistants were asked to rate themselves as to how well prepared they considered themselves to be in various aspects of bilingual instruction. Sixty-seven percent of the assistants rated themselves good to excellent in developing children's verbal, reading, and comprehension skills in both English and Spanish, and in integrating elements of the culture of the Spanish dominant students. They also indicated that they would benefit from additional training in E.S.L., basic skills, preparing and introducing lessons, techniques for teaching reading and math, audio-visual techniques, the use of poetry, teaching phonics in both languages, more college courses, learning

to assist the teachers in a wider variety of their duties, and having more variety in their workshops over time.

All assistants reported that 100 percent of their time was spent in small group instruction with target groups in Reading, E.S.L., S.S.L., and Math. They believed that, over time, the program was quite effective in helping the children to become fluent in both English and Spanish. Activities and materials cited as being most helpful in developing bilingual verbal and reading activities were: story telling and discussion; the language lab; audio-visual materials such as pictures, films, tapes and flash cards; games; readers and texts; learning the alphabet, phonics, grammar, vocabulary, and sentence strips; repetition; classroom conversation and oral presentations; experience charts; and program activities. Only three assistants reported regularly using the language lab equipment, primarily because the equipment was permanently assigned for their own use. Most assistants (80%) felt that the greatest progress was being made in teaching the Spanish dominant children to speak English once they had the basic skills in Spanish.

The assistants perceived the parents of the Bilingual Mini School children to be very satisfied with the program. Frequently-cited for improving the program include: the need for more assistants; less rotation among grades and teachers (several assistants service from three to five different grades in one day); a permanent language lab; more space; more materials, readers, and workbooks; more training in basic reading skills; a conference room and a resource person.

The evaluators conclude that this objective was attained.

OBJECTIVE 7

TO EFFECTIVELY UTILIZE SMALL GROUP INSTRUCTION AND BILINGUAL INSTRUCTION TO DEVELOP THE BILINGUAL SKILLS OF THE PARTICIPATING STUDENTS.

CLASSROOM OBSERVATIONS

Twelve classrooms were observed during November and December of 1978 in grades K through 6. Ten of these classes were also observed during May and June of 1979. For each teacher, one class was selected at random for observation with the stipulation that an educational assistant be present. During the Spring the adult-student ratio observed ranged from a low of 1 to 6 to a high of 1 to 11.5, the average being 1 to 8.4. Classroom space was generally adequate for 9 of the 12 classes. Three other rooms were functioning at what appeared to be maximum enrollment for effective instruction. Storage and shelving are generally inadequate and a number of items, including materials from the former language lab, had to be stored in the administrative office.

Of the ten class sessions observed during the Spring, a teacher and educational assistant were present and conducting instruction within a small group format (2 to 5 groups) in 7 of the sessions. The Subject (content) of the lessons observed included: Science, the solar system; Reading, getting the main idea, use of "a" and "an", "blend sentences", same sounds, phonics, word recognition, understanding words and details; Geography, dress, climate, location and customs of peoples of the world; E.S.L., word recognition, oral and writing practice, sentence completion, vocabulary; Social Studies, map reading, using a key; and Math, number sequences.

Two-thirds of the sessions were conducted primarily in Spanish and one-third in English. With the exception of two teachers and two educational assistants, the staff was linguistically skilled to respond to all children regardless of language dominance. Although instruction was primarily in one language, most teachers made occasional use of the non-dominant language, e.g. for clarification, giving instructions, and when disciplining the children. The evaluator rated the overall effectiveness of the classroom instruction at developing bilingual skills as generally very good, or not applicable to the purposes of the lesson.

Materials observed in the classrooms in the Spring included a variety of commercially available materials supplemented by an increasing number of teacher-made materials relative to the Fall observations. Commercially published materials observed by Publisher-Title included:

<u>English Language</u>	<u>Spanish Language</u>
Silver-Burdett "Communities and Their Needs"	Fondo Educativo Interamericano - "Matematica"
Macmillan "Uptown and Downtown"	Laidlaw "Nuestros amigos"
Macmillan "In the City"	Laidlaw "Por el mundo del cuento y la aventura"
Macmillan "Move About in the City"	
Macmillan "Adventures in Handwriting"	
Macmillan "Passages"	
Barnell Loft "Working with Sounds"	
Heath and Company "Science"	

These materials appeared to be of good quality but certain items were judged to be in insufficient quantities. The evaluator determined, through personal interviews, that certain materials were not observed simply because the supply had become depleted. Additional commercial material included: globes, relief maps, metric charts, dictionaries, encyclopedias, games, math and reading kits, records, newspapers, science materials, flash cards, audio-visual equipment, and materials and toys. Numerous teacher-made materials in both English and Spanish were observed including: alphabets, vowels and consonants, pictures with captions, posters, numbers, cultural charts and displays, art displays, flags, student papers, the solar system, clocks, library, science/math corners, and colors.

The percentage of children in each session observed who participated in classroom discussions was estimated by the evaluator during the Fall and Spring. The data show that the majority of children do take part in classroom discussions, but do so primarily in their dominant language or the language in which the lesson is taught.

The evaluators conclude that this objective was only partially attained.